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ABSTRACT

A resource kit for the teaching of French at the intermediate level is represented by a teacher's guide and the duplicating master for a tape transcript. The aim of this module is to make the elementary or secondary school student of French familiar with basic hockey terms in French, and to enable the student to understand hockey games broadcast with French commentary. The guide offers instructions for the use of: (1) a hockey card game, (2) a listening comprehension game based on hockey plays, (3) an audio tape of a broadcast hockey game, and (4) flashcards depicting hockey plays. A glossary of hockey terms in French and English is appended. (JB)

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LE HOCKEY

TEACHER'S GUIDE

Prepared by
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The Ontario Institute for Studies in Education

Modern Language Centre

MODULES PROJECT

The Modules Project is a research and development curriculum project that prepares multimedia classroom materials for teaching French as a second language in elementary and secondary schools. The project has three main purposes: firstly, to be of immediate help to teachers by developing modules as supplementary materials for current French programs: secondly, to initiate alternative approaches to present French-as-a-second language curriculum practices; and finally, to demonstrate a set of procedures for materials development that stress research on the information contained in a module and evaluation of modules prior to their publication.

A module is not a program. It is a unit or kit, independent of existing programs, which can be used very flexibly in response to a variety of teaching situations or to differences among students' needs. Each kit deals with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules consist of a set of materials containing, for example, tapes, filmstrips, pictures or booklets. They also include a small handbook for teachers and students with background information, suggested classroom activities and a selected bibliography. Some modules are for use in class; others have been developed for group or individual use. Some are appropriate for a particular age and grade level; others have application over a wide range of ages and grades.

Instead of offering a fixed progression, modules can be compiled into a 'bank' of units which can be used in whatever way they suit a particular course, teacher, or set of students. Eventually, a bank of modules might be considered an alternative to an existing fixed sequential program. What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the programs which are currently in use in the schools.

Topics for modules are chosen from among those aspects of second language learning that are lacking in or not sufficiently emphasized by current programs. The topics are carefully documented before modules are prepared to ensure that module content is authentic. All modules are classroom-tested in a number of schools across Ontario and subsequently revised before they are published.

The project is funded by the Learning Materials Development Fund, Ontario Ministry of Education and by the Ontario Institute for Studies in Education.

We hope that modules will help to vary the activities in French classes and assist the teacher in the time-consuming job of gathering additional materials and information.

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INTRODUCTION

In the teaching of French as a second language today there is a great need for varied teaching materials, since students have different backgrounds, approach learning in diverse ways, and progress at varying rates. There is also a need for materials in French that are both interesting and worthwhile in their content.

The Modern Language Centre of the Ontario Institute for Studies in Education, aware of this requirement, has been developing small kits of teaching materials, or "modules." A module is a unit or kit, independent of existing programs, dealing with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules consist of a set of materials in kit form containing, for example, tapes, filmstrips, pictures, or booklets. They also include a small guide for teachers and students containing background information, suggested classroom activities, and a selected bibliography. Some modules are for use in class; others have been developed for group or for individual use. Some are appropriate for a particular age and grade level; others may be applied over a wide range of ages and grades.

Taken individually, most modules cover only a small part of the French curriculum at any one grade or level. But a number of modules, taken together, can constitute a valuable part of the French curriculum whereby students learn something of interest and value in French, or about French, and use the language in absorbing activities.

We have developed a number of modules for use at a particular grade or level. Teachers will thus be able to choose from among these modules and other materials when developing their programs, combining the units in whatever way would best suit a particular course, teacher, or group of students.

Hopefully modules will help to vary the activities in French classes while assisting the teacher in the time-consuming job of searching for and preparing additional materials and information.

THE MODULE "LE HOCKEY"

Le Hockey is an activity module; that is, it is an example of material for French as a second language that gives students an opportunity to use their French in active communication. Students learn French hockey expressions through doing the activities in the module, and the activities have been designed to be of such interest to students that they learn almost incidentally the very many French expressions needed. Thus the focus of the module is on the active use of French and on the topic of hockey – one that many students find interesting.

Le Hockey is also an example of material that is designed to encourage students to make use of the French that they can see or hear in their everyday lives. French is part of the Canadian milieu. Specifically, French-language television programming is available in most areas of the country. However, although this is an excellent and widely available source of spoken French, learners of French often find it too difficult to follow. The present module aims to overcome the difficulty by providing the vocabulary and listening skills needed to enjoy one of Canada's most popular television offerings.

OBJECTIVES

- To provide knowledge of basic hockey terms in French.
- To enable students to understand these terms when heard on tape in the context of a simulated play-by-play commentary.
- To encourage students to watch a televised hockey game with play-by-play commentary in French.

TARGET AUDIENCE

The module can be used with students of virtually any age over 10 who have had a minimum of two years of French instruction. It presumes only a very basic knowledge of hockey such as one acquires by watching an occasional hockey game live or on television. However, students with expertise in the game also enjoy the activities, and can help the others (including the teacher) with explanations.

LINGUISTIC CONTENT

The selection of hockey terms is based on an analysis of actual play-by-play commentary of National Hockey League games on television and radio.

COMPONENTS

- **Teacher's Guide**
- **7 sets of cards** for playing the hockey card game (a set consists of two decks, 52 cards per deck)
- **1 booklet "How to Play the Hockey Card Game/Comment jouer le jeu de cartes"**
- **7 sheets – "Les Règles en bref"** – for the hockey card game
- **35 "Jeux croisés" booklets**
- **1 cassette tape – "Le Match"**
- **1 duplicating master** of transcript to accompany "Le Match"
- **32 flashcards**
- An evaluation checklist and return envelope

EVALUATION

An important aspect in the development of *Le Hockey* was its evaluation through classroom testing prior to publication with students in grades 5 through 9. The first testing of the module involved a hockey card game, a rule booklet, a tape (without background sound effects), and a teacher's guide. The evaluation focussed on the following questions:

1. Were the objectives and components of the module appropriate for the target audience?
2. Did teachers enjoy working with the materials?
3. Would teachers consider using the module in their regular program?
4. Was the hockey card game useful to the students in mastering essential hockey terms in French? Did students enjoy playing the game?
5. Did students understand and enjoy the tape?

A first draft of the hockey card game was piloted with grade 5 students in a Toronto-area school. The game was successful and only minor revisions were made. Further pilot trials followed in grades 6, 7, and 8. The module was then field tested in grades 6 to 9 by eight teachers from five regions of Ontario.

All the teachers agreed with the objectives of the module, and the components proved to be enjoyable, interesting, and worthwhile for the students. Teachers enjoyed working with the materials. Several found it difficult to learn the game; none, however, had difficulty in then teaching it to their students. The hockey card game was very successful in teaching hockey expressions, and students' enjoyment of the game was high. The tape, however, proved difficult. Nevertheless, all would consider including the module in their regular program.

Since the card game alone seemed insufficient preparation for the tape, the *Jeux croisés* and flashcard components were added to the module. The drawings appearing on the flashcards were also used to illustrate the playing cards. The hockey card game was simplified in view of complaints that some teachers found it difficult to master. A new teacher's guide was produced with an expanded "Suggestions for Use" section.

Because of the extent and nature of the revisions, further classroom testing was carried out by four teachers in grades 6, 7, 8, and 9. In addition to the questions that formed the focus of the first round of evaluation, the developers and evaluators attempted to assess the effectiveness of the revisions and additional components.

The revised module proved to be more successful in every respect. There were no further complaints from teachers about mastering the hockey card game, which, in its revised format, was even more enjoyable for the students. The card game and the *Jeux croisés* taught essential hockey vocabulary very successfully. Teachers made extensive use of the flashcards. Comprehension of the tape was adequate, especially in the higher grades. How well students understood the tape seemed to depend somewhat on the number of years of previous French study and a great deal on the guidance given them during the listening sessions. With some degree of teacher guidance (more in the lower grades) the tape was an enjoyable experience and one which all teachers agreed was necessary to give students a taste of "the real thing."

As a result of suggestions teachers made during this evaluation, further revisions were made to the module. A sheet summarizing the rules of the hockey card game was included for students' easy reference. A lexicon of hockey terminology was added to the teacher's guide, as well as a list of the expressions needed to play a card game in French. The "Suggestions for Use" section was further expanded to incorporate some of the excellent ways in which teachers used the material during the classroom trials. The flashcards were labelled and the plays depicted on them were explained in the teacher's guide so as to help teachers with little knowledge of hockey. A version of the tape with background sound effects was included to increase enjoyment of the module.

SUGGESTIONS FOR USE

Depending on the time available and the students' level of French, teachers may choose to use only the hockey card game with their students. Sometime later, students might review hockey expressions quickly by playing the card game once again and then move on to the *Jeux croisés* and the listening tape.

Alternatively, with older students who can assimilate new vocabulary more easily, teachers may wish to concentrate on the *Jeux croisés* and the tape.

INTRODUCTION OF BASIC VOCABULARY

In order to introduce some very basic terms as quickly as possible, the teacher may find the following outline helpful:

- Start with a general discussion on sports: *Quel sport préférez-vous? A quel sport jouez-vous? Aimez-vous le hockey? Regardez-vous le hockey à la télévision? Qui est votre joueur favori? Quelle position aimez-vous jouer?*

To help students answer this last question, list the following positions on the blackboard: *le centre, l'ailier droit, l'ailier gauche, le défenseur droit, le défenseur gauche* (or *la défense*), *le gardien de but.*

- Draw a hockey rink on the blackboard or on a transparency for overhead projector. Use color: red for the centre line and the two goal lines and blue for the two blue lines. Label the diagram as shown on the back cover of this guide.
- Use a selection of the flashcards to introduce some important hockey vocabulary. Start with the face-off and present the flashcards in an order that leads to a goal, e.g., (1) *Mise au jeu*, (3) *Il s'avance*, (2) *Il entre en zone adverse*, (4) *Passe avant*, (7) *Lancer frappé*, (8) *But!* Back the flashcards with something that will adhere to the blackboard (e.g., reusable adhesive sold under various trade names) and arrange the flashcards on the hockey rink diagram, leading from a face-off circle at one end to the goal at the opposite end of the ice. If you are using an overhead projector, drawings of a suitable size can be taken from *Jeux croisés* 1. Older students can be called upon to select and place the figures appropriately as you call the play.

THE HOCKEY CARD GAME

The hockey card game introduces twenty-seven different hockey expressions that are essential to an understanding of a hockey broadcast. Students learn hockey terms through playing the game. On the cards each French expression is accompanied by a drawing. The sheet "Les Règles en bref" includes the drawing and the term in both French and English for each type of card.

It is suggested that the teacher become familiar with the cards and the rules of the game by reading the booklet "How to Play the Hockey Card Game." He or she may then explain the game to a small group (four to six students). Once some of the students in a class are familiar with the game and have played it several times, they may teach other students in the class.

Since the drawings on the cards are of necessity small, it may be helpful to leave the flashcards on display during play so that the students can refer to the diagrams.

The following suggestions may help in explaining the game to the students:

- Keep introductory explanations to a minimum to let students learn through playing.
- Explain briefly in English the role of the different types of cards and show the different types as you explain.
- Summarize important rules to give students a quick idea of how the game is played. Refer to the section "The Game in a Nutshell" in the "How to Play" booklet.
- Play one game with an opponent with the cards in the hands of both players exposed so that all may see and comment on the plays.
- Say the French hockey terms out loud as you play the cards and have the students repeat them to learn the pronunciation.
- Explain each move while playing and invite the students to make suggestions.
- Distribute "Les Règles en bref" and go over the rules with the students. Refer students to it as questions arise. For more detailed questions, use the "How to Play" booklet.
- After playing one time through the deck, divide the group of students into two teams. One student from each team holds the cards, but he decides with the help of the others on his team how to play the hand.
- Choose an *arbitre* to supervise future games and show him how to use "Les Règles en bref" for reference. The *arbitre* should understand the game and be able to pronounce and understand the French on the cards.

● Have two students and the *arbitre* play a game on their own.

The *arbitre* has three functions: (1) He decides whether the play is correct, checking where necessary with the rules sheet or the booklet. (2) He corrects the players' pronunciation of the French expressions on the hockey cards. (3) He may show other students how to play the game. If the *arbitre* runs into real difficulty, he should ask the teacher for help.

As more students learn the game, more may qualify as *arbitres*. Teachers may wish to check students' understanding of the cards and pronunciation of the terms before designating them *arbitres*.

PLAYING A CARD GAME IN FRENCH

The following vocabulary is useful when students are playing the hockey card game.

card game – *jeu* (m.) *de cartes, partie* (f.) *de cartes*
rules – *règles* (f.pl.)
deck (or pack) of cards – *jeu* (m.) *de cartes*
to draw a card – *tirer une carte, piger une carte*
to play a card – *jouer une carte*
to discard a card – *écarter une carte*
pile of cards – *pile* (f.) *de cartes*
it's your turn – *c'est à toi*
to deal the cards – *distribuer les cartes, donner les cartes*
to shuffle cards – *battre les cartes, brasser les cartes*
hand (of cards) – *jeu* (m.)
draw pile – *pile* (f.) *de pige*
discard pile – *pile* (f.) *des écarts*

"JEUX CROISÉS"

In playing the *Jeux croisés*, the students hear the hockey words and expressions that they have already encountered when playing the card game. The *Jeux croisés* is a graded listening game, challenging the students to understand increasingly complex hockey expressions which more and more resemble what they would actually hear in a broadcast play-by-play.

As a preparation, you may wish to use the flashcards to review expressions from the card game that have given the students difficulty. The script for the *Jeux croisés*, on the page opposite, indicates the relevant flashcard numbers in parentheses. Note that flashcard 27, which gives a new expression not used in the card game, should be introduced before the students do *Jeux croisés* 2 (see line 2D).

● Distribute the *Jeux croisés* booklets and ask students to turn to *Jeux croisés* 1.

● Tell students that you will be reading a sentence that corresponds to one of the horizontal lines (1, 2, 3, or 4) on their sheet. From the *Jeux croisés* script read out one of the four horizontal lines. *Read the whole line without pausing*. At this stage, depending on the students' facility, you may wish to read only the essential terms: these are shown in italic. Try to imitate a hockey broadcaster giving a play-by-play commentary. (If you would find it helpful, play a bit of the simulated hockey game on the cassette tape to give yourself a model to follow.)

● Ask students to indicate which line has been read. If students give the wrong answer, use the flashcards to aid comprehension and try again, reading another horizontal line.

● After the students have caught on to the game, tell them that you will read *either* a horizontal line *or* a vertical line.

● Proceed similarly with *Jeux croisés* 2 and 3.

● As a variation on the above, divide the class into two teams. Ask a member from each team in turn to say which line has been read. Award points for correct answers. The team with the most points wins.

FLASHCARDS

While the flashcards are designed primarily for use in conjunction with the *Jeux croisés* and the tape, they can be employed for review or display at any time.

Many students have a very advanced knowledge of hockey. Ask them to demonstrate actions shown on the flashcards (e.g., slapshot, wrist shot) or explain vocabulary items (e.g., icing the puck, offside) briefly in English. Short explanations of the terms on the flashcards are given on pages 8 to 9.

It may be helpful to color the red line at centre ice, the blue lines, and the red goal lines on the flashcards so that students can better understand the play depicted.

TAPE

When students are playing the card game and the *Jeux croisés* without difficulty, they are ready to listen to the tape – in small groups, as individuals, or with the entire class. The "Le Match" transcript can be duplicated in whatever quantity is appropriate.

SCRIPT FOR *JEUX CROISÉS*

Jeux croisés 1

	A	B	C	D
1	La *mise au jeu* en zone torontoise (1)	*Une passe* à Doherty (4)	*Un lancer frappé* (7)	*Le disque est bloqué* par le gardien (10)
2	Et c'est *Noritz* des Mèmorials qui *entre en zone adverse* (2)	*Une passe* jusqu'à Eadie – *ratée* (14)	*Belle accélération!* (9)	*Un tir* au but – *bloqué* (10)
3	Noritz fait *une passe* à l'ailier McInnes (4)	*Un tir – bloqué* (10)	Oh belle *mise en échec* donné par Cornwall (6)	*Le tir* de Latour – ah – *trop haut* (11)
4	*Un tir qui rate* le but (12)	*Le défenseur va derrière son but* (15)	*Une passe à Lee jusqu'à McInnes* (13)	Et voilà un *but!* (8)

Jeux croisés 2

	A	B	C	D
1	*Une passe à Leblanc jusqu'à Latour* (13)	*Latour entre en zone adverse* (2)	*Il tire!* (24)	Et c'est le *but!* (8)
2	*Latour s'avance* (3)	*s'esquive* maintenant (23)	Et *son tir est bloqué* par le gardien (10)	*A 16 minutes, 42 secondes de la 3ème période* (27)
3	Il fait *une passe* à Dubardeau (4)	Oh, *il a du mal à contrôler le disque* (22)	*Une passe* à Leblanc – *ratée* (14)	Et le disque est pris par *Cornwall* qui *s'avance* maintenant (3)
4	Dubardeau est *mis en échec* (6)	Et sa *passe* est *interceptée* par Bennet des Memorials (20)	*C'est l'attaque à 3 contre 1* (21)	Oh, oh! *Pénalité* ici! (5)

Jeux croisés 3

	A	B	C	D
1	*Latour va derrière son but* (15)	*Belle accélération!* (9)	*Un tir qui rate* le but (12)	C'est le *dégagement* (16)
2	Le disque est repris par *Bennet* qui *s'avance en zone adverse* (2)	Il est *mis en échec* (6)	Bennet surveillé par Dubardeau et Latour – et – *immobilisation* (17)	La *mise au jeu* aura lieu à la droite du gardien de but, Bernard Gadsby (1)
3	*Un lancer frappé* (7)	Et *le disque se trouve renvoyé chez les spectateurs* (19)	Voilà la *mise au jeu* (1)	Bennet fait *une passe* à Lee (4)
4	Oh, oh, *pénalité* ici (5)	La *mise au jeu* aura lieu en zone montréalaise (1)	Le disque est pris par Dubardeau. *C'est l'attaque à 3 contre 1!* (21)	Et c'est *hors jeu* (18)

The tape is the play-by-play commentary of the last few minutes of a simulated hockey game. Side 1 is simply the voices of announcers giving a play-by-play commentary; it is divided into six sections, separated by beeps. Side 2 is the same commentary with the background crowd noises that one usually hears during a televised major league hockey game; the beeps have been omitted.

The commentators speak quickly, as they would if they were describing a real hockey game. Younger students with only one or two years of French study may have difficulty understanding. It may be sufficient for these students to have enjoyed the experience of listening to a hockey play-by-play commentary in French. They will understand the tape better in another year or so, especially after a short session of vocabulary review through playing the card game. If enjoyment of an authentic-sounding broadcast is the main goal of the tape presentation, play a portion of Side 2 with its crowd noises and other background effects.

Older students with more than two years of French study are challenged to understand the gist of what they hear. The suggestions below for presenting the tape are designed with this goal in mind.

While all of the hockey expressions that students have already learned through playing the hockey card game and *Jeux croisés* are found in context on the tape, the taped commentary uses a number of new expressions in addition. All but six of these are glossed in marginal notations in the script. The other six correspond to the following flashcards:

(25) *Le Forum de Montréal*
(26) *Le match final entre les Memorials de Toronto et les Tricolores de Montréal*
(27) *Encore trois minutes, dix-huit secondes dans la troisième période*
(28) *Les deux équipes sont à égalité – un à un*
(29) *Le retour à la défense*
(30) *Il arrête la rondelle avec le gant*

SUGGESTIONS FOR PRESENTING THE TAPE

- Review any vocabulary items with which students are having difficulty. Ask students to choose from among several flashcards the one that corresponds to each difficult expression.
- Introduce the tape by paraphrasing the first section: Tell the students that they are about to hear the voices of Denis Laliberté and Jean Duroc, who will be describing the last few minutes of a hockey game taking place at the Montreal Forum. Show the students the flashcard of the Montreal Forum (25). Explain that the game is between the Toronto Memorials and the Montreal Tricolores. Again, illustrate this by the flashcard, *Toronto vs. Montréal* (26). Show the students the flashcard of the rink clock (27) and explain that there are only three minutes and eighteen seconds left in the third period. Finally, show the flashcard illustrating the score (28), *Visiteurs 1: Tricolores 1*, and explain that the score is tied.
- Distribute the "Le Match" transcripts. Display the four flashcards that you have just introduced. Play the first section of Side 1 of the tape (up to the first beep) and point to the flashcards as the corresponding vocabulary is heard. Repeat this section of the tape as often as necessary until students are able to understand what is being said as they follow along in the transcript.
- Display the flashcards that illustrate the action in the second section of the tape: (22) *Il a du mal à contrôler le disque*, (6) *Mise en échec*, (4) *Passe avant*, (2) *Il entre* [*s'avance*] *en zone adverse*, (10) *Tir bloqué*, (13) *Une passe à* [*Rendey*] *jusqu'à* [*Furaro*], and (16) *Dégagement*. Play the second section, pointing to the flashcards as the corresponding expressions are heard.
- You may wish to continue this method of presentation for the other sections of the tape. For variation, ask a student to identify the appropriate flashcards as the class is listening to the tape.
- Another way of presenting short segments of the tape is through directed listening. Ask students to listen carefully for the answers to specific questions on the action they are about to hear, e.g., who gave a good check, why there was a stop in play.
- After students are able to understand the gist of the commentary on Side 1, play Side 2 for students' listening enjoyment.

The above suggestions are designed for presentation of the tape to an entire class. They may be modified if the tape is to be heard by individual students or small groups. Some suggestions for individual or small-group work are as follows:

- Arrange a display of a selection of flashcards and vocabulary for quick reference by students.
- Prepare a listening centre around this display. Make available the "Le Match" transcripts and tape.

- Students should feel free to go to this listening centre once they feel comfortable with the basic new hockey vocabulary.
- Each segment of the tape is separated by a short "beep" sound to allow for greater flexibility. Thus some students may listen to the entire tape (approximately six minutes), while others may wish to listen to one or two segments at each sitting. Teachers should ensure that students understand the function of the "beeps" before they begin their listening activity.
- Students should not approach listening to the tape with the feeling of being expected to grasp every word, but rather with the sense of being challenged to understand the gist of the play-by-play commentary.
- The transcript of the tape may be used at the teacher's or student's discretion. Some students may need to follow the script closely while listening to all portions of the tape. Other students may find that they require the script for only one or two difficult parts or only on the initial listening to a segment. Other more advanced students may find that they do not require the script at all.

FOLLOW-UP ACTIVITIES

- Ask some of the students to watch a televised hockey game broadcast in French and report to the class. Additional vocabulary for this purpose is provided in the "Lexicon of Hockey Terms" (pages 10 to 11). You may prefer to ask different students to report on specific aspects of the game – e.g., who played what position, who served penalties and for what, who scored and assisted. Hockey-wise students would probably be better able to comment on the action, while less knowledgeable students could concentrate on goals, stoppages, and the like, where there are pauses and repetitions in the commentary.
- Discuss a hockey game in French with the students – either a major-league televised game or a game in which students themselves were involved. Again, refer to the "Lexicon of Hockey Terms" for French equivalents to English hockey terms. The *patinoire* diagram may be useful in the discussion.

EXPLANATION OF HOCKEY PLAYS PICTURED ON THE FLASHCARDS

The following explanations are based on *The Pocket Hockey Encyclopedia* by David and Barbara Spencer (Toronto: Pagurian Press, 1976).

1. *Mise au jeu*/Face-off. The face-off is used to start the play at the beginning of each period and after any other stoppage of play. One player from each team faces the other and the referee or linesman drops the puck between them. These two players then fight for possession of the puck or attempt to deflect it to a team-mate.

2. *Il entre en zone adverse*/He crosses the blue line. A player skates with the puck over the opposing team's blue line and toward the opponents' goal.

3. *Il s'avance*/He moves forward.

4. *Passe avant*/Forward pass. The action of one player shooting the puck with his stick to a second player, and in the direction of the opposition goal.

5. *Pénalité*/Penalty. When a player is caught breaking a rule, he is sent to the penalty box, normally for two minutes. The infraction depicted on the flashcard is "hooking," an illegal action occurring when a player uses his stick as a "hook" to impede the actions of an opposing player.

6. *Mise en échec*/Check. A player is checking when he guards or covers his opponent, either to force him to lose the puck or to prevent him from receiving the puck. What is depicted on the card is a body-check.

7. *Lancer frappé*/Slapshot. Shot in which a player swings the stick back to about waist height and brings it back down with a forceful slap against the puck.

8. *But!*/Goal! A word describing both a score and a scoring area. A goal is scored when the puck enters the goal net in accordance with game rules.

9. *Belle accélération*/He puts on a burst of speed.

10. *Tir bloqué*/The shot is blocked.

11. *Tir trop haut*/He shoots too high.

12. *Tir qui rate le but*/The shot misses the goal.

13. *Une passe à Lee jusqu'à McInnes*/A pass to Lee, up to McInnes.

14. *Passe ratée*/The pass is wide. The pass is such that the puck travels too far to one side of the intended receiver.

15. *Il va derrière son but*/He goes behind his net.

16. *Dégagement*/Icing the puck. Shooting of the puck by one team from its side of the centre line past the opponent's goal line. A stop in play ensues and a face-off is called.

17. *Immobilisation*/Freezing the puck. The puck is rendered immobile in order to stop play and cause a face-off. This is achieved when two or more opposing players, each trying to gain control of the puck, reach a stand-off, the puck locked between their sticks or skates and the boards, or elsewhere.

18. *Hors jeu*/Off-side. There are two major kinds of off-sides. In either off-side the play is stopped and a face-off is called. (a) A player on the team with possession of the puck skates across the opponent team's blue line ahead of the puck. This is the type of off-side play pictured on the flashcard and referred to on the tape. (b) A player located between his team's blue line and goal makes a long pass to a team-mate who is beyond the red line at centre ice.

19. *Disque lancé chez les spectateurs*/The puck is shot into the crowd. A stop in play is called and a face-off ensues.

20. *Passe interceptée*/Intercepted pass. Occurs when a player gains control of the puck being passed between two members of an opposing team.

21. *L'attaque à 3 contre 1*/A 3-on-1 break. Only one defenceman is in a position to stop an attack by three players from the opposing team.

22. *Il a du mal à contrôler le disque*/He's having trouble controlling the puck.

23. *Il s'esquive*/He dodges. Forwards rushing down the ice try to slip by their opponents.

24. *Tir du poignet*/Wrist shot. Shot in which a player uses wrist action to propel the puck forward.

25. *Le Forum de Montréal*/The Montreal Forum. The major ice hockey rink in Montreal, home of the Montreal Canadiens of the N.H.L.

26. *Toronto vs. Montréal.* Flashcard that aims to illustrate the following expression heard on the tape: "Le match final entre les Memorials de Toronto et les Tricolores de Montréal."

27. *Encore trois minutes, dix-huit secondes dans la troisième période*/Three minutes, eighteen seconds left in the third period. The flashcard depicts a large digital timekeeper's clock. Such a clock is usually hung on a wall of a hockey arena or suspended from its ceiling so that everyone can see it. The small number 3 refers to the period of the game being played. (There are three 20-minute periods in a hockey game.) The larger number, 16:42, is the number of minutes and seconds that have already been played in the third period. Hockey broadcasters usually express this in terms of the number of minutes and seconds left to play in a period – in this case, three minutes, eighteen seconds.

28. *Les deux équipes sont à égalité – un à un*/The score is tied one-one.

29. *Le retour à la défense*/The rebound to the defence. The puck is shot by an opponent, bounces off the goalkeeper's stick, and is taken by a defenceman. The puck bouncing off of equipment, players, etc. is called a rebound.

30. *Il arrête la rondelle avec le gant*/He makes a glove save.

31. *Il revient sur ses pas*/He doubles back. A player turns and skates back in the direction from which he came.

32. *Passe arrière*/Drop pass. A player passes the puck back to a team-mate skating behind him.

LEXICON OF HOCKEY TERMS
(ENGLISH - FRENCH)

The Rink/La Patinoire

bench – *banc* (m.) *des joueurs*
blue line – *ligne* (f.) *bleue*
boards – *clôture* (f.), *bande* (f.); along the boards – *le long de la clôture (bande)*
centre ice – *zone* (f.) *neutre*
clock – *horloge* (m.)
corner – *coin* (m.)
crease – *cage* (f.)
cross-bar – *barre* (f.) *horizontale*
dressing room – *vestiaire* (m.), *chambre* (f.) *des joueurs*
glass – *baie vitrée* (f.)
goal – *but* (m.)
goal light – *lumière* (f.) *rouge*
goal line – *ligne* (f.) *des buts*
goal post – *poteau* (m.)
ice – *glace* (f.)
net – *filet* (m.); empty net – *filet desert*

Personnel/Le Personnel

centre forward – *centre* (m.)
coach – *instructeur* (m.), *entraîneur* (m.)
defenceman – *défenseur* (m.), *joueur de défense*
fans (at a game) – *spectateurs* (m.pl.), *foule* (f.)
forward – *joueur* (m.) *d'attaque*
forward line – *ligne* (f.) *d'attaque, trio* (m.)
goalkeeper – *gardien* (m.) *(de but)*; back-up goalie – *gardien substitut*
linemates – *compagnons* (m.pl.) *de ligne*
linesman – *juge* (m.) *de ligne*
opponent – *adversaire* (m.), *joueur adverse*
referee – *arbitre* (m.)
star – *vedette* (f.), *étoile* (f.)
team – *équipe* (f.)
wing – *ailier* (m.); left wing – *ailier gauche*; right wing – *ailier droit*

Equipment/L'Equipement

blade (of a skate) – *lame* (f.); (of a stick) – *palette* (f.)
elbow pads – *protège-coudes* (m.pl.)
face mask – *masque* (m.)
glove – *gant* (m.)
goalie pad – *jambière* (f.)
helmet – *casque* (m.)
knee pad – *jambière* (f.)
puck – *disque* (m.), *rondelle* (f.)
shorts – *culotte* (f.)
shoulder pad – *épaulette* (f.)
skate – *patin* (m.)
stick – *bâton* (m.); curved stick – *bâton courbé*
sweater – *chandail* (m.)
uniform – *uniforme* (m.)

The Play/Le Jeu

The Attack/L'Attaque

attack – *attaque* (f.)
breakaway – *échappée* (f.)
deke – *feinte* (f.)
to dodge – *s'esquiver*
play – *jeu* (m.); nice play – *beau jeu*
rush – *montée* (f.)
to skate – *patiner*; to skate backwards – *patiner à reculons*
to split the defence – *percer la défense*
stickhandling – *maniement* (m.) *du bâton, tricotage* (m.)
two-on-one break – *une attaque à deux contre un*

Checking/La Mise en échec

backchecking – *le repli défensif*
bodycheck – *mise* (f.) *en échec, plaquage* (m.); to body-check – *mettre en échec, plaquer*
check – *mise en échec*
close-checking game – *match* (m.) *très serré*
stick check – *mise en échec avec le bâton*

Manpower/Le Main-d'oeuvre

change of players – *changement* (m.) *de joueurs*; changing on the fly (on the go) – *changements au vol, substitutions en pleine action*
power play – *avantage* (m.) *numérique, attaque* (f.) *à cinq*
to pull the (their) goalie – *retirer le (son) gardien*
to play shorthanded – *jouer avec un homme en moins, être en désavantage numérique*

Stoppages in Play/Arrêts du jeu

freezing the puck – *immobilisation* (f.)
icing the puck – *dégagement* (m.) *refusé*
off-side – *hors jeu*
puck shot into the crowd – *le disque est lancé chez les spectateurs (dans la foule)*
stoppage in play – *arrêt du jeu*
time out – *temps d'arrêt*

Moving the Puck/Le Maniement du disque

to centre the puck – *envoyer le disque en avant du filet*
clearing the puck – *dégagement* (m.)
control of the puck – *contrôle* (m.) *du disque*
loose puck – *disque libre*
pass – *passe* (f.); drop pass – *passe arrière*; forward pass – *passe avant*; intercepted pass – *passe interceptée*
to pass – *faire une passe*

Shots on Goal/Tirs au but

shot – *lancer* (m.), *tir* (m.)
backhand shot – *lancer du revers*
deflected shot – *lancer dévié*
save – *arrêt* (m.); fine save – *bel arrêt*

shot from the point – *lancer de la pointe*
screened shot – *lancer voilé*
slapshot – *lancer frappé*
wrist shot – *tir du poignet*

Penalties/Pénalités

brawl – *bagarre* (f.); bench-clearing brawl – *bagarre générale*
penalty – *pénalité* (f.), *punition* (f.); major penalty – *pénalité (punition) majeure*; minor penalty – *pénalité mineure*; match penalty – *pénalité de match*
penalty box – *banc* (m.) *des pénalités*
penalty shot – *lancer* (m.) *de punition (pénalité)*
fine – *amende* (f.)
to call a penalty – *signaler une punition*
to kill a penalty – *tuer une punition*
to serve a penalty – *purger une punition*
x minutes for . . . – *x minutes pour . . .*
boarding – *rudesse* (f.) *le long de la bande*
charging – *assaut* (m.)
cross-checking – *charge* (f.) *au bâton*
delaying the game – *avoir retardé le match*
elbowing – *avoir donné du coude*
fighting – *s'être battu*
highsticking – *bâton élevé, avoir brandi son bâton*
holding – *avoir retenu*
hooking – *avoir accroché*
interference – *obstruction* (f.)
kneeing – *avoir donné du genou*
misconduct – *mauvaise conduite*
roughing – *rudesse* (f.)
slashing – *avoir cinglé*
spearing – *avoir dardé*
tripping – *avoir fait trébucher*

The Score/Le Compte

assist – *mention* (f.) *d'assistance, aide* (f.); assisted by – *avec l'aide de*
defeat – *défaite* (f.)
goal – *but* (m.)
hat trick – *tour* (f.) *du chapeau*
to lead – *mener*; Montreal leads 1 to 0 – *Montréal mène 1 à 0*
to lose – *perdre le match*
to score – *compter un but, marquer un but*
scorer – *marqueur* (m.), *compteur* (m.)
shutout – *blanchissage* (m.)
tied game – *match* (m.) *nul*
to trail – *tirer de l'arrière*; Montreal is behind by one goal – *Montréal tire de l'arrière par un but*
win – *victoire* (f.)
to win the game – *remporter, gagner le match*

The Game/Le Match

game – *match* (m.), *partie* (f.), *rencontre* (f.)
overtime – *prolongation* (f.)
period – *période* (f.)
warm-up – *la période d'échauffement*

The Season/La Saison

training – *entraînement* (m.)
regular season – *saison régulière*
play-offs – *série* (f.) *éliminatoire*
cup (Stanley Cup) – *coupe (la Coupe Stanley)*
trophy – *trophée* (f.)

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" LE MATCH "
TRANSCRIPT

DUPLICATING MASTER

" LE MATCH "

Station Announcer — *On rejoint*[1] maintenant Denis Laliberté et Jean Duroc au Forum de Montréal pour *le match*[2] final entre les Memorials de Toronto et les Tricolores de Montréal.

D. L. — Encore trois minutes, dix-huit secondes dans la troisième période. Les deux équipes sont à égalité – un à un.

J. D. — *Les deux équipes disputent une partie très serrée.*[3]

D. L. — Oui, Frank Eadie des Memorials a marqué le premier but après seulement quatre minutes, trois secondes de la première période. Et Tramontin des Tricolores a *égalé le pointage*[4] lorsque son lancer frappé a trouvé le but à quatorze minutes, treize secondes de la deuxième période. ●

Et c'est maintenant Chadourne des Tricolores au centre. Chadourne a du mal à contrôler le disque, repris par Furaro des Memorials. Furaro est mis en échec, et le disque est repris ensuite par Radic des Tricolores, la passe à Chadourne, c'est lui qui s'avance en zone adverse, un tir au but, bloqué, et le disque est pris par le défenseur Dan Noritz. Une passe à Rendey, jusqu'à Furaro, ratée et – c'est le dégagement. ●

La mise au jeu aura lieu en zone torontoise.[5] Et c'est Noritz des Memorials qui saisit le disque, s'avance en zone adverse, fait une passe à *l'ailier*[6] McInnes, le tir de McInnes, bloqué par la défense, et le disque est repris par Godard des Tricolores. Le défenseur Godard va derrière son but, s'avance maintenant, fait une passe à Tramontin. Une passe au centre – reprise par Furaro des Memorials. Oh – belle mise en échec donnée par Godard! Et voici Chadourne des Tricolores qui s'avance, entre en zone adverse – arrêté par Noritz des Memorials qui fait une passe au centre. Les deux équipes préparent des changements. Leblanc des Tricolores entre en zone adverse avec les ailiers Dubardeau et Latour, c'est l'attaque à trois contre un – oho! – pénalité ici. Ah oui! Voilà *accroché*,[7] c'était très évident.

J. D. — Oui, le centre Leblanc a fait une belle *feinte*,[8] et en *feintant de la sorte*,[9] il a obligé le défenseur des Memorials, Peter Hall, à *commettre l'infraction.*[10]

Rink Announcer — La punition aux Memorials au numéro cinq, Peter Hall, deux minutes pour avoir accroché, à dix-sept minutes, vingt-quatre secondes. Memorials' penalty to number five, Peter Hall, two minutes for hooking, at seventeen minutes, twenty-three seconds.

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1. We rejoin
2. the game
3. It's a very tight game.
4. tied the score
5. The face-off will take place in the Toronto zone.
6. the wing
7. hooking
8. fake
9. by faking like that
10. to commit the infraction

J.D. C'est une pénalité qui peut être *très coûteuse aux Memorials*[11] avec seulement deux minutes trente-sept secondes avant la fin de la partie. ●

D. L. *Avantage numérique*[12] aux Tricolores. La mise au jeu *aura lieu*[13] à la droite du gardien de but des Memorials, Bernard Gadsby. Le disque est saisi par Doherty des Memorials, passe au centre jusqu'à Lee, *plaqué*,[14] et le disque est repris par Latour des Tricolores. Latour attend un instant *pour que Leblanc ne soit pas hors jeu*,[15] s'esquive, entre en zone adverse, un tir qui rate le but, un autre de Dubardeau, ah – mais qui est trop haut et le disque est repris par Bennet des Memorials. Bennet *surveillé*[16] par Dubardeau, Doherty là – ah! – maintenant – et ben – immobilisation. Mise au jeu à la gauche du gardien des Memorials. Pour Montréal c'est l'attaque à cinq: Leblanc, Dubardeau, Latour, Radic et Tramontin contre Lee, Sarchuck, Doherty et Bennet pour Toronto.

Le disque est pris par Bennet des Memorials qui va derrière son but, s'avance maintenant, ah, sa passe avant est interceptée! – Dubardeau avec une passe à Tramontin, un lancer de la pointe, arrêté par le gardien Gadsby.

J. D. Le tir n'était pas facile. Gadsby était sorti assez loin et il a saisi *la rondelle*[17] avec le gant. C'est un bel arrêt! ●

D. L. De Bennet à Doherty, passe avant jusqu'à Lee, Lee revient sur ses pas, c'est Lee toujours, s'avance au centre, une passe à Sarchuck. Belle accélération! Oh oui! Un lancer frappé – bloqué partiellement par le gardien des Tricolores, Robert Lalonde, et le disque se trouve renvoyé chez les spectateurs. Encore trente secondes dans la pénalité de Hall, une minute dix secondes dans le match. Et, c'est toujours, un à un.

J. D. Quant aux tirs au but, il y en a eu seize contre quatorze en faveur des Memorials. ●

D. L. La mise au jeu aura lieu à la droite du gardien Robert Lalonde. Le disque est pris par Tramontin. Une passe au centre jusqu'à Latour qui s'avance en zone adverse, arrêté par Doherty. Le disque est repris par Lee, sa passe est interceptée! Et Leblanc, avec – oh – là, une ouverture, et Latour, Latour qui marque! Oh, très beau jeu!

J. D. Un très beau jeu de la part de Latour et Leblanc. Leblanc avec cette ouverture s'est avancé, une passe arrière à Latour, un tir du poignet – et c'est le but!

D. L. Alors c'est maintenant deux à un en faveur des Tricolores.

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11. very costly for the Memorials
12. man advantage
13. will be
14. checked
15. so that Leblanc won't be off-side
16. watched
17. the puck

Rink Announcer Le but des Tricolores compté par le numéro quatre Paul Latour, avec l'aide du numéro six Jean Leblanc, à dix-neuf minutes, quarante secondes. Tricolores goal scored by number four, Paul Latour, assisted by number six, Jean Leblanc, at nineteen minutes, forty seconds.

J. D. C'est en toute probabilité le but *gagnant*[18] avec seulement vingt secondes avant la fin de la partie.

D. L. Voilà Lee en zone adverse, Lee hésite un moment – *il n'y a pourtant pas trop de temps*,[19] le match sera terminé dans seize secondes. A Sarchuck, un tir au but, le retour à Cornwall, – seulement neuf secondes – une passe à Lee. Un tir bloqué. Ah, quatre secondes. (Sirène) Eh bien. Voilà! Alors, c'est les Tricolores deux et les Memorials un.

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18. winning
19. there's not much time, however

La Patinoire